



MICHAEL

Read the scenario in your group and answer the questions on the next page

SCENARIO

Michael is a 19 year old second-year university student, identifies. Michael is black and he has been facing instances of racial discrimination on campus, which have taken a toll on his mental health. Michael decides to confide in his close friend, Emily, about his experiences and seeks support.

Michael's Perspective: Michael has encountered several instances of racial discrimination on campus, including offensive remarks, exclusion from social activities, and being treated differently by certain faculty members. These experiences have left him feeling hurt, angry, and isolated. He questions his sense of belonging in the university community and worries about the long-term impact on his mental well-being.

Emily's Perspective: Emily, a white female student, is shocked and saddened to hear about Michael's experiences. She wants to be supportive but recognises her own privilege and struggles to fully understand the depth of the discrimination he faces. Emily wants to learn how she can be an effective ally and provide the support Michael needs.



MICHAEL

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QUESTIONS

- How could Michael start the conversation with Emily?
- How could Emily respond in the moment to make sure Michael felt heard and understood?
- What emotions and concerns might arise for Emily as she listens to Michael's experiences? How can she navigate her own privilege while supporting her friend?
- What are some practical ways Emily can provide support to Michael?
- What role can student organisations, clubs, or affinity groups play in fostering a supportive community and addressing discrimination?
- How can faculty and staff be educated and trained to recognize and address instances of discrimination?



JESS

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SCENARIO

Jess is an 18-year-old university student. She is white British and grew up in Essex. Aaliyah is an 18-year-old university student who grew up in Birmingham. She is half Moroccan and half British. Jess and Aaliyah met in university accommodation in September and quickly became friends. Jess invites Aaliyah to a party with some friends from her football team.

At the party Jess' friends start talking about a girl on the team that they do not get along with and one of the teammates Emma, makes a joke about the teammate's hijab. Jess is immediately uncomfortable, and Aaliyah suddenly becomes very quiet and stops contributing to the group. After 5 minutes, Aaliyah makes a quick excuse and leaves the party.

Jess wants to talk to Emma and tell her the joke she made was inappropriate and hurtful but is feeling worried that she'll take it badly.



JESS

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QUESTIONS

- How should Jess talk to Emma about the joke she made?
- How do you think Aaliyah was feeling and how do you think this incident impacted her mental health?
- How do you think this impacted Jess's mental health?
- What could Jess say to Aaliyah?



JAMIE

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Jamie, a second-year university student, comes from a working-class background. He has been grappling with feelings of isolation and alienation on campus due to the socioeconomic differences between himself and many of his peers. Jamie decides to confide in his friend, Dylan, about his experiences and seeks understanding and support.

Jamie's Perspective: Jamie grew up in a working-class family and faces financial constraints while pursuing higher education. He often feels out of place in social settings where discussions revolve around experiences and opportunities that he has not had. Jamie worries that his socioeconomic background prevents him from fully connecting with his peers and accessing certain opportunities. These feelings of isolation have taken a toll on his mental well-being.

Dylan's Perspective: Dylan, a friend of Jamie's, wants to create a supportive environment where Jamie feels comfortable sharing his experiences. Although Dylan does not fully understand the nuances of Jamie's working-class background, he empathises with the sense of isolation Jamie is experiencing. Dylan wants to provide a listening ear and find ways to support Jamie.



JAMIE

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QUESTIONS

- What emotions and concerns might arise for Dylan as he listen to Jamie's experiences? How can he demonstrate empathy and support?
- How might Jamie feel opening up to Dylan?
- How can Dylan educate himself about the unique challenges faced by working-class students and the impact on their mental well-being?
- What resources and support systems can be put in place to address the financial challenges faced by working-class students and promote inclusivity?



ABIOLA

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SCENARIO

Abiola, a 19-year-old black student, attends a predominantly white university where she often finds herself in situations where her racial identity stands out. One day, while having lunch with her friends Louise and Sarah, Abiola experiences a microaggression from Louise, who questions Abiola's qualifications and right to be at the university based on her race.

Sarah, who is aware of the impact of microaggressions, feels uncomfortable with Emma's remarks. Sarah musters the courage to address the issue, inviting Abiola and Emma for a conversation to address the microaggression.



ABIOLA

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QUESTIONS

- What are microaggressions, particularly those related to race, and how do they impact individuals like Abiola?
- How do racial microaggressions contribute to feelings of exclusion, invalidation, and discrimination?
- What are some common examples of racial microaggressions that students from racialised communities may face in predominantly white university settings?
- How do microaggressions affect the mental health and well-being of students like Abiola?
- What consequences can racial microaggressions have on the overall campus climate and sense of belonging for students from racialised communities?
- How can Sarah support Abiola and challenge Emma's remarks in a constructive manner?

MAYA



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ABOUT

Maya, a 22-year-old university student, has an invisible disability that affects her energy levels and causes chronic pain. She often finds it challenging to keep up with the demands of university life due to her condition.

While Maya has received support from disability services on campus, she longs for someone who understands her experiences and can offer peer support. People on campus sometimes question whether she has a disability which brings up feeling of shame and embarrassment. She decides to confide in her friend, Rita, whom she trusts and believes will be empathetic.

One afternoon, Maya arranges to meet Rita in a quiet study room on campus. As they settle in, Maya takes a deep breath and opens up about her struggles.

MAYA



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QUESTIONS

- How do invisible disabilities differ from visible disabilities in terms of recognition and understanding?
- What are some common misconceptions or challenges faced by individuals with invisible disabilities on campus?
- How can Rita provide meaningful support to Maya while respecting her boundaries and autonomy?
- What can Rita do to educate herself about Maya's disability and foster a supportive environment?
- How can universities create a more inclusive and supportive environment for students with disabilities?
- What initiatives or programs can be implemented to raise awareness and understanding about invisible disabilities on campus?
- How can student unions and campus communities contribute to supporting students with invisible disabilities?



TAYLOR

Read the scenario in your group and answer the questions on the next page

Taylor, a transgender student, is experiencing heightened stress and anxiety due to challenges related to their LGBTQ+ identity. They face discrimination and lack of understanding from peers and faculty members.

In one seminar, the lecturer repeatedly misgenders Taylor even though they have told the lecturer multiple times that they use they/them pronouns. They don't feel comfortable in the seminar and subsequently stop attending. Taylor feels isolated and unsupported on campus, leading to feelings of depression.



TAYLOR

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QUESTIONS

- Who could Taylor go to talk about their feelings?
- If you were a classmate in the seminar, what could you do?
- How might Taylor's experiences of discrimination and lack of support impact their mental health?
- What initiatives can the university undertake to foster a more inclusive and affirming environment for LGBTQ+ students?
- How can faculty members and peers be educated and sensitized to better support students with similar experiences to Taylor?
- What resources and counseling services can be provided specifically for LGBTQ+ students to address their mental health needs?